

New York State School Report Card Comprehensive Information Report

BEDS Code : 25-15-01-04-0001
 Name : Stockbridge Valley Central School
 Principal: B. Lamb & M. Macintosh

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	29	0
Kindergarten	61	54	43
First	46	50	47
Second	40	42	49
Third	41	39	37
Fourth	39	37	44
Fifth	51	41	38
Sixth	44	37	34
Ungraded Elementary	0	0	0
Seventh	43	40	43
Eighth	52	47	41
Ninth	56	51	44
Tenth	53	55	50
Eleventh	51	42	51
Twelfth	28	46	42
Ungraded Secondary	0	0	0
Total K-12 Enrollment	605	581	563

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	63	10.4%	65	11.2%	53	9.4%
Black (Not Hispanic)	6	1.0%	16	2.8%	4	0.7%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	536	88.6%	500	86.1%	506	89.9%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	14	18	22
Common Branch	22	19	18
English Grade 8	15	11	2
Mathematics Grade 8	17	18	0
Science Grade 8	18	24	21
Social Studies Grade 8	19	0	0
English Grade 10	0	0	22
Mathematics Grade 10	35	21	0
Science Grade 10	20	25	10
Social Studies Grade 10	26	16	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for elementary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.8%		93.2%		93.5%
Student Suspensions	50	8.2%	47	7.8%	45	7.7%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	1999–2000	2000–2001	2001–2002
Free Lunch	27.6%	23.4%	23.8%
Reduced Lunch	12.9%	12.4%	11.6%
Public Assistance	11-20%	51-60%	1-10%
Student Stability	100%	57%	93%

Staff Counts

Staff	2001–2002
Total Teachers	46
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching out of Certification*	11
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	23	14	61%	36	17	47%	34	15	44%
Students with Disabilities	3	0	0%	4	1	25%	7	1	14%
All Students	26	14	54%	40	18	45%	41	16	39%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	15	22	0	1	3	0
Percent	37%	54%	0%	2%	7%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
7	1	0	7

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					4	2.1%
	Total Noncompleters					4	2.1%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					1	0.5%
	Total Noncompleters					1	0.5%
All Students	Dropped Out	1	0.5%	4	2.1%	0	0.0%
	Entered GED Program*	1	0.5%	0	0.0%	5	2.7%
	Total Noncompleters	2	1.1%	4	2.1%	5	2.7%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	29	59%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	0	0%
Science	10	80%	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	5	0%	1	#	0	0%
U.S. Hist & Gov't	10	60%	6	17%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	100%	5	80%	0	0%
Science	3	33%	4	#	0	0%
Reading	1	100%	0	0%	0	0%
Writing	1	100%	0	0%	0	0%
Global Studies	3	33%	1	#	1	#
U.S. Hist & Gov't	4	75%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	49	48	49	8	8	6
Number Scoring 55–100	48	46	49	7	8	6
Number Scoring 65–100	39	37	46	4	5	6
Number Scoring 85–100	13	10	27	0	0	2
Percentage of Tested Scoring 55–100	98%	96%	100%	88%	100%	100%
Percentage of Tested Scoring 65–100	80%	77%	94%	50%	62%	100%
Percentage of Tested Scoring 85–100	27%	21%	55%	0%	0%	33%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	72	59	10	8	14	1
Number Scoring 55–100	60	42	7	7	6	#
Number Scoring 65–100	57	36	5	6	4	#
Number Scoring 85–100	29	13	1	1	0	#
Percentage of Tested Scoring 55–100	83%	71%	70%	88%	43%	#
Percentage of Tested Scoring 65–100	79%	61%	50%	75%	29%	#
Percentage of Tested Scoring 85–100	40%	22%	10%	12%	0%	#
Mathematics A						
Number Tested	0	17	50	0	0	7
Number Scoring 55–100	0	17	45	0	0	7
Number Scoring 65–100	0	15	40	0	0	7
Number Scoring 85–100	0	8	7	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	90%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	88%	80%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	47%	14%	0%	0%	0%
Global Studies (last administered January 2000)						
Number Tested	32			4		
Number Scoring 55–100	27			#		
Number Scoring 65–100	21			#		
Number Scoring 85–100	1			#		
Percentage of Tested Scoring 55–100	84%			#		
Percentage of Tested Scoring 65–100	66%			#		
Percentage of Tested Scoring 85–100	3%			#		
Global History and Geography (first administered June 2000)						
Number Tested	26	60	51	4	10	13
Number Scoring 55–100	21	56	46	#	9	12
Number Scoring 65–100	13	48	44	#	7	12
Number Scoring 85–100	1	16	5	#	0	0
Percentage of Tested Scoring 55–100	81%	93%	90%	#	90%	92%
Percentage of Tested Scoring 65–100	50%	80%	86%	#	70%	92%
Percentage of Tested Scoring 85–100	4%	27%	10%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	62	36		10	7	
Number Scoring 55–100	39	32		6	7	
Number Scoring 65–100	19	26		0	6	
Number Scoring 85–100	4	6		0	0	
Percentage of Tested Scoring 55–100	63%	89%		60%	100%	
Percentage of Tested Scoring 65–100	31%	72%		0%	86%	
Percentage of Tested Scoring 85–100	6%	17%		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		20	59		2	7
Number Scoring 55–100		13	57		#	7
Number Scoring 65–100		5	43		#	4
Number Scoring 85–100		0	18		#	2
Percentage of Tested Scoring 55–100		65%	97%		#	100%
Percentage of Tested Scoring 65–100		25%	73%		#	57%
Percentage of Tested Scoring 85–100		0%	31%		#	29%
Living Environment (first administered June 2001)						
Number Tested		40	34		7	2
Number Scoring 55–100		39	34		6	#
Number Scoring 65–100		37	32		4	#
Number Scoring 85–100		9	10		1	#
Percentage of Tested Scoring 55–100		97%	100%		86%	#
Percentage of Tested Scoring 65–100		93%	94%		57%	#
Percentage of Tested Scoring 85–100		23%	29%		14%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		21	56		8	9
Number Scoring 55–100		15	50		5	9
Number Scoring 65–100		9	43		2	8
Number Scoring 85–100		1	7		0	2
Percentage of Tested Scoring 55–100		71%	89%		62%	100%
Percentage of Tested Scoring 65–100		43%	77%		25%	89%
Percentage of Tested Scoring 85–100		5%	12%		0%	22%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	56	43	48	26	43
2001	56	61	47	45	52
2002	41	47	53	39	45

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	6	5	7	3	5
2001	19	12	10	6	12
2002	4	10	6	7	7

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	43	52	45	5	12	7
Comprehensive Spanish						
Number Tested	9	20	15	0	0	0
Number Scoring 55–100	9	18	15	0	0	0
Number Scoring 65–100	8	15	14	0	0	0
Number Scoring 85–100	0	5	8	0	0	0
Percentage of AGE Tested	21%	38%	33%	0%	0%	0%
Percentage of AGE Scoring 55–100	21%	35%	33%	0%	0%	0%
Percentage of AGE Scoring 65–100	19%	29%	31%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	10%	18%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	75%	93%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	43	52	45	5	12	7
Sequential Mathematics, Course II						
Number Tested	23	42	2	0	4	0
Number Scoring 55–100	21	40	#	0	#	0
Number Scoring 65–100	19	33	#	0	#	0
Number Scoring 85–100	12	11	#	0	#	0
Percentage of AGE Tested	53%	81%	#	0%	#	0%
Percentage of AGE Scoring 55–100	49%	77%	#	0%	#	0%
Percentage of AGE Scoring 65–100	44%	63%	#	0%	#	0%
Percentage of AGE Scoring 85–100	28%	21%	#	0%	#	0%
Percentage of Tested Scoring 65–100	83%	79%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	12	17	25	0	0	0
Number Scoring 55–100	11	17	23	0	0	0
Number Scoring 65–100	10	16	21	0	0	0
Number Scoring 85–100	6	7	15	0	0	0
Percentage of AGE Tested	28%	33%	56%	0%	0%	0%
Percentage of AGE Scoring 55–100	26%	33%	51%	0%	0%	0%
Percentage of AGE Scoring 65–100	23%	31%	47%	0%	0%	0%
Percentage of AGE Scoring 85–100	14%	13%	33%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	94%	84%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	43	52	45	5	12	7
Earth Science (last administered January 2001)						
Number Tested	0	26		0	8	
Number Scoring 55–100	0	19		0	2	
Number Scoring 65–100	0	16		0	1	
Number Scoring 85–100	0	5		0	0	
Percentage of AGE Tested	0%	50%		0%	67%	
Percentage of AGE Scoring 55–100	0%	37%		0%	17%	
Percentage of AGE Scoring 65–100	0%	31%		0%	8%	
Percentage of AGE Scoring 85–100	0%	10%		0%	0%	
Percentage of Tested Scoring 65–100	0%	62%		0%	12%	
Biology (last administered January 2001)						
Number Tested	35	1		2	0	
Number Scoring 55–100	28	#		#	0	
Number Scoring 65–100	23	#		#	0	
Number Scoring 85–100	1	#		#	0	
Percentage of AGE Tested	81%	#		#	0%	
Percentage of AGE Scoring 55–100	65%	#		#	0%	
Percentage of AGE Scoring 65–100	53%	#		#	0%	
Percentage of AGE Scoring 85–100	2%	#		#	0%	
Percentage of Tested Scoring 65–100	66%	#		#	0%	
Chemistry (last administered January 2002)						
Number Tested	11	12	2	0	0	0
Number Scoring 55–100	10	12	#	0	0	0
Number Scoring 65–100	8	8	#	0	0	0
Number Scoring 85–100	1	0	#	0	0	0
Percentage of AGE Tested	26%	23%	#	0%	0%	0%
Percentage of AGE Scoring 55–100	23%	23%	#	0%	0%	0%
Percentage of AGE Scoring 65–100	19%	15%	#	0%	0%	0%
Percentage of AGE Scoring 85–100	2%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	73%	67%	#	0%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	43	52	45	5	12	7
Physics (last administered January 2002)						
Number Tested	9	7	3	0	0	0
Number Scoring 55–100	8	7	#	0	0	0
Number Scoring 65–100	7	7	#	0	0	0
Number Scoring 85–100	3	1	#	0	0	0
Percentage of AGE Tested	21%	13%	#	0%	0%	0%
Percentage of AGE Scoring 55–100	19%	13%	#	0%	0%	0%
Percentage of AGE Scoring 65–100	16%	13%	#	0%	0%	0%
Percentage of AGE Scoring 85–100	7%	2%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	100%	#	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			18			1
Number Scoring 55–100			18			#
Number Scoring 65–100			17			#
Number Scoring 85–100			4			#
Percentage of AGE Tested			40%			#
Percentage of AGE Scoring 55–100			40%			#
Percentage of AGE Scoring 65–100			38%			#
Percentage of AGE Scoring 85–100			9%			#
Percentage of Tested Scoring 65–100			94%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	100%	34	100%	28	100%
Students with Disabilities	2	#	8	100%	3	#

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	34	3%	0%	44%	53%
	Students with Disabilities	6	0%	0%	83%	17%
	All Students	40	3%	0%	50%	48%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	30	0%	17%	80%	3%
	Students with Disabilities	10	0%	70%	30%	0%
	All Students	40	0%	30%	68%	3%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	32	32	7	7	39	39
Number Scoring 55–64	5	10	2	2	7	12
Number Scoring 65–84	25	16	4	5	29	21
Number Scoring 85–100	2	6	0	0	2	6
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	46	6	52
Number Scoring 55–64	4	1	5
Number Scoring 65–84	26	2	28
Number Scoring 85–100	10	2	12
Approved Alternatives	0	0	0

(Form – O)